

A REPORT ON THE DEVELOPMENT OF MATERIALS
TO ACCOMPANY AN INSTRUCTIONAL UNIT
ENTITLED "LABRADOR PEOPLES"

STEPHEN S. McLEAN



A REPORT ON THE DEVELOPMENT OF MATERIALS TO
ACCOMPANY AN INSTRUCTIONAL UNIT ENTITLED
"LABRADOR PEOPLES"

by



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A Project Report submitted in partial fulfillment
of the requirements for the degree of
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ABSTRACT

The purpose of this study was to develop an instructional package about the different peoples of Labrador. The instructional unit was developed as supplementary resource material for the Grade Six program of social studies. The package is multi-media in format with a series of four slide-tape presentations and an accompanying student booklet.

It has been well documented over the last decade that Labrador students face unusual problems in terms of the curriculum offered within the Newfoundland and Labrador social studies program. A survey of the current curriculum materials by the developer identified the need for more accurate and current materials about Labrador. This was especially true of the materials which described the Indian and Inuit people of Labrador. A survey of the literature and reports about schooling in Labrador confirmed the need for more relevant materials about the Labrador portion of the province.

An instructional package was developed which focussed on the Indian, Inuit, and white groups of Labrador. When the package was completed, two content specialists, two media specialists, and a learner specialist were consulted to evaluate the content and technical quality of the

package. Based upon their recommendations, a number of changes were made in the instructional unit.

The package was piloted in three Grade Six classes in Indian, Inuit, and white communities of Labrador. A total of 43 students received the program.

Two main tools were employed to gauge the success of the "Labrador Peoples" program as a teaching unit. A pretest/posttest instrument was used to evaluate the achievement of the students. Secondly, questionnaires were completed by the participating teachers and students to determine their attitude towards the program.

Results of the pretest/posttest instrument showed that the students made significant gains on the material presented by the media package. Not only did the unit promote effective learning, but also both teachers and students held positive attitudes towards the content and technical aspects of the instructional program.

In summary, the instructional unit has been presented and evaluated. The unit materials have been effective in bringing about student gains. Both student and teacher response to the "Labrador Peoples" unit of social studies has been positive.

ACKNOWLEDGEMENTS

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CHAPTER I

INTRODUCTION

Labrador is an unknown entity to most Canadians. Surprisingly, many of the people growing up in Newfoundland have very little knowledge of the Labrador region and its peoples. The land of Labrador was the setting for many past migrations as a number of groups of people used the region since the end of the ice age. Only recently, archeologists have roughed out the comings and goings of the Indian and Inuit peoples along the perimeter of the area. More modern events are better known. The story of the Labrador fishery, the trade relations between outside groups and native inhabitants, and the rapid increase in immigrants of European descent--these are three important historical chapters related directly to the Labrador part of the province.

The Indian, Inuit, and white people that made use of the region in the past provide a fascinating tale of survival and social intercourse, both, on the coastline, and at interior locations. The interaction between the different peoples is the raw material for the study of how change takes place between distinct cultures. Violent conflict appears to have been present with earlier contact. Eventually, trade brought peaceful coexistence, plus the

sharing of ideas and language. Christian missionary activity changed traditional native beliefs. Finally, an influx of European and Newfoundland newcomers spread along the south and central coast. The native inhabitants relinquished some of their land holdings to the better equipped new settlers. Then the resources of the region were more systemically exploited, in some cases to the point of almost complete destruction.

The territorial give and take had a further tragic consequence. The native Indian and Inuit populations of the region began to approach the point of disappearance. This was due, among other factors, to the devastating impact of European disease upon the native people.

What does this account have to do directly with the children or course of studies of this province? Undoubtedly, the material has direct importance for the children born in Labrador today. This is especially true for the indigenous population. When one examines the curriculum materials of the province's schools, however, Labrador is seen as a treasure-house of interior wealth. The native Indian and Inuit people are accorded brief mention. Unfortunately, the widespread and somewhat varied settlement pattern and land use activity as seen in Labrador, is for the most part largely ignored.

On closer examination of Newfoundland's curriculum content, the main culture groups of Labrador are almost completely overlooked. The caribou culture of the Indian people receives minor reference. The Inuit are seen

through the stereotype image of northern coastal dwellers. Many unusual facts about these people, such as their previous whaling culture, are not included. The hearty breed of settler people of the Labrador coast are given even less inclusion than the two previously established native groups.

Historians such as Gosling (1910) and geographers such as Tanner (1944) attest to the depth and breadth of human experience and belief found among the peoples of Labrador. Writers such as Zimmerly (1975) and Kennedy (1982) point to the multicultural fabric of the society emerging on the central and north coast of Labrador. It is in this modern period that cultural difference and the continuation of separate native cultures within Labrador, has been placed in serious jeopardy. Building upon this historical circumstance, the complicated issues of today in Labrador, such as land claims, minority language rights, and government assistance, are better understood.

People of every society have a basic need to have their story recounted. Minority groups and native peoples are two special cases to consider. There is an ongoing case for more relevant school materials about the peoples in Labrador. While this need first comes to light within the Labrador society itself, there is also a need for students living on the Island part of the province to have a better understanding of the Labrador region and its peoples. The purpose of this project, therefore, was to produce an instructional unit that would help the elementary school children of this province, and particularly

those in Labrador, to gain a better understanding of the
past and present way of living as practised by the different peoples of Labrador.

CHAPTER II

NEEDS ASSESSMENT

To establish a need for the development of a unit of instruction on the topic of the peoples of Labrador, a number of strategies was employed. The curriculum materials as approved by the provincial department of education were surveyed for content relating to Labrador peoples. Secondly, historical developments were researched. Government reports and statements by local Labrador groups were examined for references to the need for Labrador materials. The writer conducted a survey in the schools of Labrador to determine if the need for additional materials was expressed by teachers, parents, and students of Labrador.

Statement of Needs

The Newfoundland and Labrador social studies curriculum is established upon a number of fundamental learning strategies. Most easily recognizable is the concept of the "expanding environment." In the course of the individual student's social and intellectual development, the school program begins with the immediate world of the child and sequentially projects the learning environment to larger social and geographical limits. Consequently the child's world is expanded from a personal one to a distant global one.

The Division of Instruction, through the publication of The Master Guide for Social Studies K-XII in Newfoundland and Labrador (n.d.), outlines the basic aims and specific goals for each yearly program. The study of the province's cultural heritage comes at the Grade Five level. Study of Canada and an emphasis on Canada's native peoples follows in Grade Six. One targeted goal of that year is encouraging "respect for the rights of Canada's native peoples" (Master Guide, p. 35).

Survey of Relevant Materials

The writer examined the school materials as outlined by the Division of Instruction in the Programme of Studies 1981-1982 for incidence of discussion of Labrador peoples. A checklist procedure revealed that the Labrador part of the province was dealt with in Grade Five and Grade Six. Minor references were in evidence in Grade Nine and Grade Four. Refer to Table 1.

Most of the references in the discussion portray Labrador as a resource-rich region. The native Indian and Inuit people of Labrador, as well as the coastal white settler people, are given little attention. Even then, the inhabitants are dealt with through means of rigid historical stereotypes. References to past conflicts or deeper comments on the problems and transformations in their cultures of today are lacking (McLean, 1981). Unfortunately, few visual materials are available. Textbook illustrations and pictures are obviously not recent. In sharp contrast,

Table 1
Labrador Peoples Content Checklist

Historical Emphasis of Culture Group			
	Original	Contact	Contemporary
<u>Grade 4</u>			
Whites			yes
<u>Grade 5</u>			
Inuit		yes (brief)	yes
Indian		yes (brief)	yes
Whites		yes	yes
<u>Grade 6</u>			
Indians	yes (brief)		
Whites			yes
<u>Grade 9</u>			
Inuit		yes (brief)	
Whites		yes (brief)	
<u>Grade 10</u>			
Whites			yes (brief)

Key to Emphasis Listing

- (1) Original indicates the reference predates whites.
- (2) Contact denotes early contact between natives/whites.
- (3) Contemporary means that more recent events are discussed.

well-written and beautifully illustrated booklets about other Indian groups of Canada predominate in the Grade Six course of study.

The writer surveyed the holdings of the National Film Board of Canada, the Resources Clearing House of Memorial University, and the Instructional Materials Center in St. John's to ascertain the quality and quantity of Labrador related productions. The search uncovered a small number of excellent films. Much of the subject matter of this film material discussed the inland wealth of Labrador. For example, Iron from Labrador (1962), is an outstanding production which described the enormous effort undertaken to link the iron resources of the interior with Sept Isles.

Labrador (1963) provided an overview of Labrador society at that time. This theme was again pursued with a coastal focus in the 1977 production called Labrador: Land Out of Time. The film highlights some of the timeless and difficult aspects of the way of life on coastal Labrador.

Other films such as A Family of Labrador (1978) and Labrador North (1973) illustrate some of the apparent modern problems in the multicultural fabric of Labrador society. In the writer's opinion, the films are valuable, but their documentary approach functions at a level far beyond that of elementary children. Political references in the films are more in keeping with material more easily understood by high school students.

Finally, two filmstrips, A Day in the Life of an Indian Boy (1964) and A Day in the Life of an Indian Girl

(1964) provided one of the few instances where material on the Indian way of life was available. The presentations are important for their historical value because they depict aspects of the Indian way of life that are rapidly vanishing.

Availability of Elementary-Level Literature

A survey of available literature was undertaken at the Arts and Culture Centre Library and in the Newfoundland Room at Memorial University. It was discovered that very few materials were written at a level which were readable by elementary students. Sections of E. Goudie's book, Women of Labrador (1973) and Them Days Magazine, edited by D. Saunders, were the most adaptable publications for classroom use at the elementary level. Loose-leaf printed pages which discussed the natives of Labrador, available from the Museum of Man, Ottawa, were among the most suitable materials for elementary students. However, here again, the white settler people are omitted from reference.

In the writer's opinion, the materials examination uncovered the fact that all other written and better known materials such as the compilation Our Footprints Are Everywhere; Inuit Land Use and Occupancy in Labrador (Brice-Bennett, 1977) and Hunters in the Barrens (Hendriksen, 1973), as well as a variety of other historical and anthropological works, were well beyond the reading level of the targeted students.

In conclusion, the materials search uncovered a number of audio-visual and written productions about Labrador and its peoples. For the most part, the written works were too advanced for elementary children. The audio-visual materials sparsely depicted the diverse lifestyles of past and present cultures in Labrador.

Needs Identified by Government and School Agencies

The writer researched the response by government and school agencies to determine if special educational needs were identified in Labrador. Documents including The Report of the Royal Commission on Labrador (1971), The Labrador Development Proposal for Submission to the Government of Canada through the Department of Regional Economic Expansion (Department of Regional Economic Expansion, 1977), and The Final Report - Task Force on Education (Crocker & Riggs, 1979), clearly discussed the need for more relevant materials in Labrador schools.

The school system was singled out as failing the native Indian and Inuit students. In response to this dilemma, different strategies were developed. Native language education was introduced at low grade levels and a number of native teachers were employed as class instructors. Even with these measures, the school system was criticized by some local interest groups. At the extreme the school system was viewed as an outside force which was assimilating the native children into the mainstream of modern society, as reported in the Labrador Inuit Education

Conference Report (1977), and the Naskapi Montagnais Innu Association's Comment Paper on the DREE Proposal (1978).

Survey of Current Curriculum Needs

A survey conducted in schools of Labrador established the current teacher, student, and parent view on the subject of Labrador curriculum topics (see Appendix A). There was overwhelming support for the inclusion of Labrador-related issues of past history and present developments. For example, the need for the study of Labrador Indian, Inuit, and white groups by school children was rated as "important" or "very important" by 95% of all respondents. Table 2 lists the responses of the overall sample on a variety of Labrador social studies topics listed by the survey.

Rationale for Development of Materials

Following the materials search, the historical background research, and the school survey, the need for a unit on Labrador peoples was firmly established. It was clear from the examination of existing materials that no resource units were available on the cultural groups of Labrador. The materials in circulation were few in number. They usually dealt with one culture group in isolation. Most published materials were written at a level of difficulty far in advance of reading skills of elementary students. With this situation established, the writer began to develop an outline of instruction entitled "Labrador Peoples."

Table 2
Labrador Curriculum Survey Results

Curriculum Topic	Response			
	VI	I	UI	X
2.1 Indian, Inuit, and white groups	62	63	5	1
2.2 Churchill Falls hydro project	56	64	8	3
2.3 Circumpolar peoples	4	74	43	7
2.4 Role of native Labrador women	29	69	27	5
2.5 Impact of development projects	88	39	3	1
2.6 Moravians influence on Inuit	31	71	25	4
2.7 Rapid growth of Goose Bay	26	63	32	8
2.8 Labradorians dependency on fishery	71	56	4	0
2.9 Prejudice in Labrador	47	64	15	5
2.10 Quebec's view of Labrador	49	63	14	3
2.11 Transportation concerns in southern Labrador	40	67	17	5
2.12 Fur companies and native cultures	31	71	5	14
2.13 Newfoundland fishermen in Labrador	25	74	27	4
2.14 Roman Catholic missions and Indians	19	70	30	7
2.15 Implications of separatism	66	56	7	2
2.16 History of whaling	17	73	34	6
2.17 Native inventions adoption	38	73	14	3
2.18 Future resource development	84	40	5	1
2.19 Native land claims	48	65	16	0
2.20 Labrador City iron ore	32	80	13	3

Response Key: (VI) very important; (I) important;
(UI) unimportant; (X) completely of no use.

Development Model

The developer proceeded under a systematic approach towards the goal of developing a unit of instruction on the peoples of Labrador. The writer followed the model as devised by Braffet (1980).

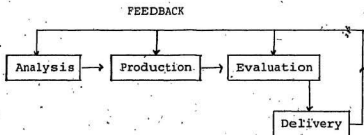


Figure 1. Aped model of instructional development.

The process of instructional development as outlined by Braffet takes the creation of an instructional unit through four specific phases. First, the problem is identified and analyzed. The analysis includes the study of the characteristics of the learners, the content and applicable concepts, and the creation of tasks to achieve success in the study of the instructional unit. All of these factors contribute to the formation of a set of performance objectives which are the core of the instructional unit. The next step is for the designer to choose appropriate media and learning activities to bring about success in the mastery of the performance objectives. In the third step, the unit is subjected to evaluation procedure to determine

the success level of the learners. Any weaknesses that become apparent will result in revision of the unit materials. Finally, Braffet's model identifies feedback as the constant element which spurs revision. Once the final revisions have been made, the developer embarks on the final task of making the finished materials available to agencies that distribute instructional materials. Through this means the unit should reach the learners for which it was intended.

CHAPTER III

LEARNER ANALYSIS

The students for which this instructional unit was developed were Grade Six students of Newfoundland and Labrador elementary education. However, the need for more materials about the peoples of Labrador first came to light within the Labrador society itself. With this starting point, the developer identified the primary audience for the unit as Grade Six students of coastal Labrador. The materials were particularly relevant to a sub-group of the targeted Grade Six group of coastal Labrador. This was the Indian and Inuit audience of the schools on the north coast. This sub-group shared many of the characteristics of the total group, but had differences which were taken into account in the analysis. The learner analysis examined the following characteristics of age, achievement, attitude, and cultural constraints.

Age

The native audience that was a sub-group in the primary audience of coastal Labrador widened the parameters of typical expectations for Grade Six students. Normally, students entering and leaving Grade Six are 11 and 12 years of age. In terms of chronological age, the native children

in Grade Six on the Labrador coast are generally a full half year older than their white counterparts throughout the rest of the province.

Achievement

Generally speaking, the students of coastal Labrador perform at levels below the provincial norm for achievement in a number of language and mathematical skills. This conclusion was gleaned from the discussion of the special problem in coastal Labrador in The Final Report - Task Force on Education (Crocker & Riggs, 1979). Curriculum relevancy and the high reading level in prescribed texts are two issues that point to the special circumstance for improving student achievement on coastal Labrador.

Attitudes

The writer proceeded from his experience as a teacher with the knowledge that the students in native schools experience some frustration with the reading level in social studies textbooks. Audio-visual education has made an impact in the native schools in the last five years. The developer was aware that students responded positively to multi-media techniques in instruction. The writer proceeded under the assumption that Grade Six students in general, but native Labrador students in particular, would be more positive to activities which used a number of techniques as opposed to instruction centred on textbook activities.

Cultural Constraints

One of the important considerations in creating a unit that was effective for the primary audience of Inuit, Indian, and white students was to take into account a number of facts about the diverse backgrounds in the targeted population. Most of the Newfoundland settlements are situated in coastal settings. These communities are usually small and relatively isolated. This element of isolation is magnified on the Labrador coast.

The most central feature in the study of the environmental factors, is that, until recently, the Inuit, Indian, and white groups practised different types of land use and resource exploitation. Only in the last generation have the Montagnais Indian people become permanent residents at Lake Melville. Even today, a good portion of the Inuit and Indian people continue hunting and fishing traditions of their forefathers and spend part of the year living in tents.

It is interesting to note that North American society, as typified by the telecommunications revolution, directly reached all communities on coastal Labrador in the last decade. This was accomplished through the mediums of radio and television. Only two communities, at this time, have not received television programming. This feature points to the fact that English has become the language of communication between all Labrador groups of today. This circumstance also reinforced the growing importance of the English language, as English had

previously been entrenched as the main language of instruction in all schools, including the native schools of the north.

Despite this reality, the Indian children still actively communicate in their mother-tongue. The same can be said of the Inuit children of the north. It would be fair to say that English is a second language for the coastal native children. However, mixed marriages and an increasing percentage of English-speaking people living in the north coast communities, point to the trend that the English language continues to gain more widespread usage in the native communities.

What did this cultural differentiation mean for this study? The writer predicted that the unilingual English-speaking children would perform at higher levels on the test materials than the native children. This is because the test materials and unit presentation were developed in the English language.

CHAPTER IV

TASK ANALYSIS

The Task Analysis is a development procedure to refine the content material. The main facts and concepts are gathered under subheadings. The central issues related to a given topic emerge through the process of elimination and refinement. Then, key ideas are structured in a systematic plan. This strategy enables a developer to discard nonessentials and retain the most appropriate information. It also makes the task of presenting the material in a learning situation much more orderly. The content of the unit, entitled "Labrador Peoples," was diagrammed. This hierarchy (see Figure 2) acted as a sequential map from which the completed package was derived and assembled.

Once a content hierarchy is identified, tasks that the learners are to accomplish are described. The tasks that learners are to perform are designated as performance objectives. The learning outcomes derived from the package on "Labrador Peoples" were listed as 17 appropriate objectives. The objectives cover, in the writer's opinion, a manageable amount of materials for the instructional unit.

Performance Objectives

The 17 performance objectives were directly derived from the content hierarchy on the subject of "Labrador

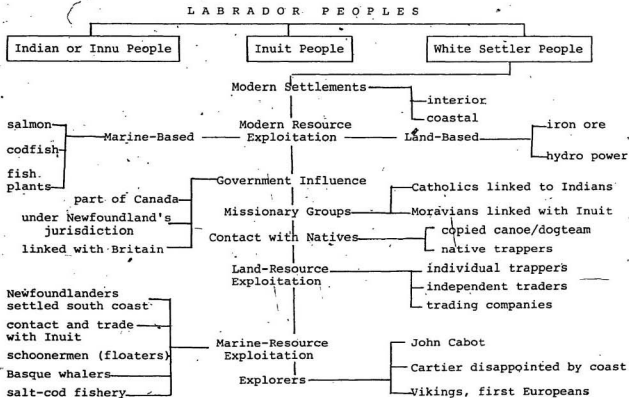


Figure 2. Labrador Peoples content listing: white settler people.

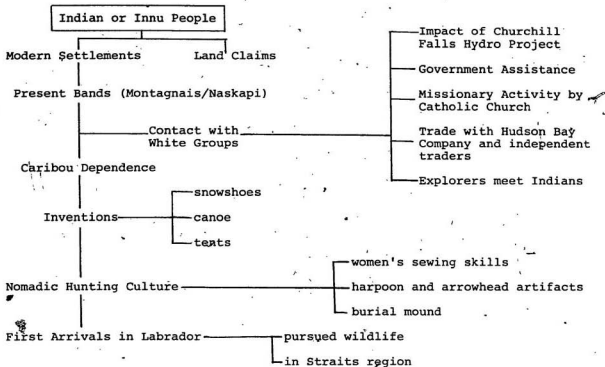


Figure 2. Labrador Peoples content listing (continued): Indian or Innu people.

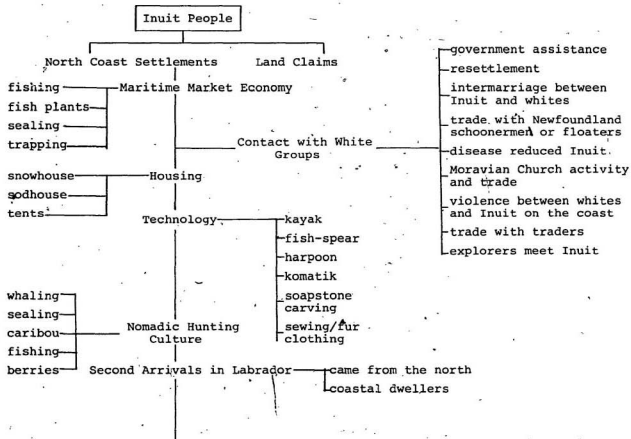


Figure 2. Labrador Peoples content listing (continued): Inuit people.

Peoples." The writer attempted to give the Inuit, Indian, and white cultures of the Labrador coast equal representation in the listing of the objectives. This was done to guard against overemphasis on one culture group in the unit material. The 17 objectives were distinguishable in test materials which were administered before and following the unit presentation. To indicate mastery of each of the objectives, the student was expected to accomplish the following tasks. Students will:

- (1) identify the Indian name of the Labrador Indian people as Innu;
- (2) correctly name or identify the Montagnais and Naskapi Indian groups;
- (3) identify the hunting lifestyle of the early Inuit and Indian people;
- (4) identify the sodhouse and snowhouse as Inuit homes from the past;
- (5) identify the komatik (dogteam), an Inuit invention, as being in wide usage today on coastal Labrador;
- (6) identify fishing as an important job activity of the Inuit of today;
- (7) identify the Inuit as the group that made use of soapstone;
- (8) identify the Churchill Falls area as being located in Indian territory in the past;
- (9) identify the Basques as the first European whalers to come to Labrador;

- (10) identify the Moravians as an early missionary group who came to the Inuit people;
- (11) identify the dogteam and canoe as native inventions that were copied by the white newcomers;
- (12) identify the Indian, Inuit, and white groups as the three main peoples of Labrador;
- (13) identify fish as the most important coastal resource today;
- (14) identify the Hudson Bay Company as the agency that tried to change the native people into trappers;
- (15) locate on a given map of Labrador the following features: modern hydro town, Goose Bay, Torngat Mts., largest Indian village, area well known to the floaters, Montagnais territory, largest Inuit village, iron ore centre, inland reservoir, Basque area;
- (16) identify the Indian people as the first group that lived in the Labrador area;
- (17) identify fish as the Labrador product sought by the floaters.

The 17 objectives were identifiable in questions on the pretest and posttest.

Instructional Strategy

The instructional unit was designed for presentation in four lessons. The strategy was to provide a separate section to describe the history and culture of each of the three major groups in Labrador. The final lesson, which was multicultural in format and content, reviewed some of the

material from the three previous lessons.

Four Day Design

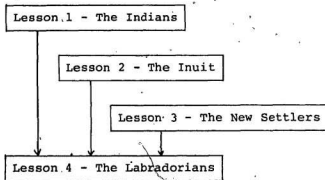


Figure 3. Labrador Peoples Instructional Unit:
Four Day Design.

The instructional unit was not intended to be totally self-instructional, but in order to facilitate evaluation of the effectiveness of the content of the package, the unit was designed to require minimal teacher intervention.

CHAPTER V

RATIONALE FOR MEDIA CHOICE

The instructional unit, "Labrador Peoples," was a multi-media program developed for use in the Grade Six program of social studies. The writer consulted literature on the usage of media to support the concept of a multi-media package. After examining the possible options, it was found that cost and accessibility of media technology narrowed the choices of mediums for use in the presentation.

Review of Literature

There now exists a body of research that supports the use of multi-media education in terms of student preference and instruction with effective learning. Moldstad (1974) reviewed studies into the effectiveness of instructional technology. The author concluded that students preferred multi-media instruction when compared with traditional instruction. Similarly, Jacobs and Bollenbacher (1960) demonstrated positive student attitudes towards biology instruction through television viewing. Studies by Lyon (1972) and McGuire (1970) also documented student preference for nonprint media.

While the evidence overwhelmingly supports positive attitudes by students to multi-media education, the question

arises: is media preference correlated significantly with learning? A study conducted by Deutsch (1972) with "general" Grade Nine English students showed that ideas and abstractions expressed through pictures, music, and poetry were much more creatively expressed by the students than through the traditional classroom learning situation. Brown (1975) singled out film as a powerful medium to bring about learning. This teacher used film appraisal and film productions to make significant communication and learning gains with his English class.

A doctoral dissertation, focussed on the role of motion pictures or still pictures in promoting science vocabulary gains in elementary grades. Romano (1955) observed that the groups that utilized mediated learning made significantly greater gains in vocabulary than the control groups who lacked such presentation techniques in the study.

In conclusion, the review of research indicated that students prefer a varied approach to instruction. This is an intrinsic element of multi-media education. Effective learning more frequently occurred if the instructional program was based on a "systems approach" to educational presentation rather than through traditional classroom instruction.

Selection of Media

Given a number of restraints of production capabilities, cost, and school facilities, as well as the media preference that the teacher survey produced as depicted by

Table 3, the writer selected a multi-media format.

Table 3
Teacher Media Format Preference

Media Format	Response
video	37
booklet	47
slide/tape	43
audio/cassette	18
filmstrip	29

It was decided to create an instructional package which contained a diversity of media based on the skills of seeing, listening, and writing. Slide visuals and audio-cassettes require relatively simple tools and skills in order to produce effective instructional materials. Secondly, they are relatively easy to revise and reproduce. The audio-visual materials were supplemented with a printed booklet. The booklet format, which was highly rated by the teacher survey, was designed as a student consumable. The developer proceeded under the assumption that even if the students overlooked some information when observing the slide-tape, the content would very possibly be mastered when the booklet exercises were corrected, so the booklet was designed to complement the information of the slide images and audio-cassette tapes. Repetition and reinforcement were built into the presentation to bring about mastery of the performance objectives.

The developer created four slide-tape presentations. Each of the first three slide-tape materials centred on one of the three cultural groups--the Inuit, the Indians, and whites--of Labrador. The final presentation embraced the theme of telling the combined story of the three cultural groups through a multi-cultural format.

The student printed booklet was designed as a series of four exercises. The first three lessons corresponded directly with the slide-tape material. The fourth exercise was designed as a general review instrument.

The participating teachers received a package containing information about the performance objectives, an outline map of Labrador, and evaluation tools of the pretest/posttest instrument as well as student and teacher questionnaire copies. Sufficient copies of the work booklet, "Labrador Peoples," were provided for participating students as well as to the supervising teacher. Two carousel slide trays containing the four visual presentations plus four corresponding audio-cassette tapes completed the media package that was distributed to each participating teacher.

CHAPTER VI

FORMATIVE EVALUATION

In keeping with the model of systematic development of curriculum materials, a formative evaluation was conducted after the preliminary production of the unit materials. Two content specialists, two media specialists, and a learning specialist assessed the materials.

Evaluation by Content Specialists

The main content appraiser of the media package was a member of the Department of Anthropology of Memorial University. The content expert analyzed the accuracy of the materials in the production. The evaluator pointed out the difficulty surrounding the use of the term "Inuit." Confusion surrounds this term because of associations with earlier Dorset and PreDorset or Palaeo-Eskimo groups. However, in the nature of this historical survey, the "Inuit" label was applied to a number of northern cultures. This was seen as the simplest solution to deal with the possible confusion over prehistory terminology.

In general, the content specialist indicated that the materials were accurate and a useful addition in the portrayal of Labrador cultures.

One change came under the advice of a second content expert, an archeologist, also a member of the staff of

Memorial University. A map illustrating the southern extent of the most recent Inuit group was altered as a result of his recommendation.

Evaluation by Learning Specialist

A Program coordinator of the Labrador East Integrated School Board examined the unit to assess the learning effectiveness of the package. The specialist predicted that the unit would be successful in bringing about effective learning of the stated objectives. Under the advice of the examiner, minor word inaccuracies in two audio programs and a printing reference were noted. Other than these revisions, the specialist judged the unit to be a welcome addition to the social studies materials available to coastal Labrador teachers and the province in general.

Evaluation by Media Specialists

Two faculty members of the Division of Learning Resources of Memorial University previewed the slide-tape and booklet materials. A number of improvements was recommended to the producer. One graphic visual was not of acceptable quality, the message of the visual being unclear. Secondly, the audio signals on the cassette tapes were longer than normally recorded, causing a distraction from the narration. One media specialist also identified a script error that had to be eliminated.

Acting upon the recommendations of the two examiners, the weaknesses were corrected for the final version of the

production by redrawing the graphic visual, correcting the script error, re-recording the four narration tracks, and adding less disturbing signals on the audible signal track.

CHAPTER VII

SUMMATIVE EVALUATION

The summative evaluation of the instructional package was conducted with three Grade Six classes at different locations on the Labrador coast. The summative procedure consisted of a number of preliminary steps. Three participating schools were selected which were representative of the target audience. Each school's population consisted of children living on the Labrador coast. One school was made up primarily of Inuit children, one was primarily Indian children, and the third was primarily white children who were descendants of early settlers to this region as well as those of recent immigrants. Nain, Sheshatshit, and Happy Valley were the community locations of the selected schools. While Nain and Sheshatshit have all-grade schools which serve the entire community, Happy Valley is a larger community with more than one school. Peacock Academy was chosen as the school for the sample group of white settler children.

After the selection of the schools, administrative clearance was made. A time period for the unit presentation was determined. The effectiveness of the unit package was measured over the following sequence of events with the designated experimental groups: administration of pretest; presentation of the unit; administration of the posttest; the

administration of attitude questionnaires; and analysis of data.

A fourth group, made up of white children from Peacock Academy, served as a control group for the unit experiment. This group received the pretest and posttest but they did not complete the unit package.

Procedure

The unit materials were delivered to each school by the developer, who instructed each cooperating teacher in the required lesson sequence for administering the program. Each teacher was asked to present the program with a minimum of teacher intervention in four 40-minute periods distributed over four consecutive school days. Care was taken to ensure that all three participating classes would receive essentially identical instruction.

Each of the three participating schools received the following treatment: day one, administration of pretest; day two, lesson one, The Innu; day three, lesson two, The Inuit; day four, lesson three, The New Settlers; day five, lesson four, The Labradorians; and, day six, administration of posttest and student questionnaire.

Instruction to Students

The cooperating teacher presented the unit package and administered the testing materials. Each of the four 40-minute lessons in the package presentation followed an identical procedure. The students were given the exercise

booklets, "Labrador Peoples," at the commencement of the period. In the first 10-minute segment of the classroom period, the classes viewed one of the four slide-tape productions following the sequence as outlined in the booklet. Second, the students were instructed to complete the corresponding lesson in the booklet. The booklet exercise time segment did not exceed 15 minutes. Finally, the students reviewed the slide-tape production and simultaneously corrected their exercise answers and revised any incorrect answers with correct responses.

Measurement Instruments

The evaluation of the mastery of the objectives by the students was calculated by a number of instruments. The analyses consisted of: (1) a percentage of students compared with percentages of items correct on the posttest; (2) an item analysis of objective mastery as seen through a comparison of pretest and posttest outcomes; and, (3) the comparison of means on the pretest, posttest, and pretest/posttest differences of the three classes.

The pretest/posttest instrument was derived from the 17 objectives. A matching of the objectives, pretest questions, and posttest questions is listed in Table 4.

The pretest consisted of 16 completion questions and one matching question. There were 16 multiple choice questions and one matching question on the posttest (see Appendix B). The pretest/posttest instrument varied somewhat in format but they were as close to identical as

possible in content. The questions were derived directly from the objectives, and, therefore were crucial in evaluating the success achieved by the students. Answer keys to both tests were supplied to the supervising teacher (see Appendix C). A comparison of means was used to show whether or not the unit presentation caused significant learning to take place with the three classes who received the unit.

Table 4
Performance Objectives Matched with
Pretest and Posttest Questions

Objectives	Pretest Item	Posttest Item
1	12	10
2	5	5
3	9	8
4	2	2
5	6	9
6	11	12
7	14	14
8	10	11
9	4	4
10	3	3
11	7	7
12	13	13
13	15	15
14	16	16
15	17	17
16	1	1
17	8	6

A further method of measuring the effectiveness of the program was with the use of attitude questionnaires. Upon completion of the unit, the students were administered an attitude questionnaire (see Appendix D). The cooperating teachers of the three classes also received an attitude questionnaire (see Appendix E). The data on the completed

questionnaires supplied the student and teacher reaction to the difficulty, success, quality, and applicability of the unit. The results of both questionnaires were tabulated.

Overall Success

The overall success of reaching the objectives was tabulated by a cumulative percentage listing as depicted by Table 5. The tabulation showed that 93% of the students (N=43) correctly answered 70% or more of the items on the posttest. Secondly, 74% of the total group mastered at least 75% of the items correctly. These figures are one positive indication that most learners were successful in achieving the objectives of the instructional unit.

Table 5
Overall Success of Reaching Objectives (N=43)

Peacock Academy	Sheshatshit	Nain	Total	Correct Items
%	%	%	%	%
0	0	0	0	100
11	0	11	9	95 or more
14	0	16	11	90 or more
39	17	26	25	85 or more
67	17	63	58	80 or more
83	33	79	74	75 or more
94	83	95	93	70 or more
6	17	5	7	less than 70

Item Analysis

The item analysis identified those objectives which were effectively mastered by the students. It also isolated those objectives in which a significant gain in learning did

not occur. Each test item was examined individually in order to determine how many students responded correctly to the item on the pretest and the posttest and to compare any differences between the two tests on an item-to-item basis. A Chi square test of significance was the statistical tool employed to determine the significance of the differences between the number of successful students on the pretest with those of the posttest on each of the test items. The results of this analysis for each of the three groups follow.

Item Analysis (Nain)

The pretest/posttest gain by item for the Nain Grade Six class (N=19) is shown in Table 6. It shows that significant gains were made in 14 of the 17 questions. Answers to questions 2, 13, and 14 demonstrated no statistical significant gain. Some explanation of this is now given.

Question 14, which dealt with the special use of soapstone by the Inuit, was not mastered by the students. As a group, the students displayed good knowledge of this item on the pretest but they did not make a statistically significant gain by the posttest outcome. The item was referred to once in the slide tape presentation and once in the booklet materials. Therefore, more drill and practice of the concept of the use of soapstone by the Inuit would be the means to produce mastery of the item.

Table 6
Item Analysis of Pretest/Posttest Results (Nain)
(N=19)

Question	Pretest	Posttest	χ^2	Posttest %	S.I.
1	1	7	4.5*	.41	.33
2	8	17	3.24	.89	.81
3	7	19	5.54*	1.00	1.00
4	0	17	17.00***	.89	.90
5	3	18	10.71**	.95	.94
6	0	8	8.00**	.42	.42
7	1	13	10.29**	.68	.67
8	0	18	18.00***	.95	.95
9	1	14	11.27***	.74	.72
10	0	18	18.00***	.95	.95
11	1	13	10.29**	.68	.67
12	2	17	11.84***	.89	.94
13	9	14	1.09	.74	.60
14	8	16	2.67	.84	.72
15	0	15	15.00***	.79	.79
16	0	14	14.00***	.74	.74
17	1	16	14.23***	.84	.84

*p < .05; **p < .01; ***p < .001

Identifying the "three groups" that live in the Labrador region today was the subject of question 13. The students achieved at a high level on the pretest but they failed to make significant gains on this subject. Since this concept was key to two of the slide-tape programs and a main element in the booklet material, the writer can only suggest that the use of the word "Canadian" in the posttest question confused the students in their attempt to choose the correct answer.

The subject of Inuit homes from the past was discussed by question 2. The Nain students scored relatively high on the pretest question but they did not make a

significant gain on the posttest in mastering the objective. The writer believes that ambiguity between the subject and verb in the posttest question contributed as a factor in the lack of mastery on this question as shown by the posttest results.

Item Analysis (Sheshatshit)

The pretest/posttest gain by item for the Sheshatshit Grade Six class (N=6) is shown in Table 7.

Table 7
Item Analysis of Pretest/Posttest Results (Sheshatshit)
(N=6)

Question	Pretest	Posttest	χ^2	Posttest %	S.I.
1	4	6	.40	1.00	1.00
2	0	5	5.00*	.83	.83
3	0	5	5.00*	.83	.83
4	0	4	4.00*	.67	.67
5	5	6	0.09	1.00	1.00
6	0	4	4.00*	.67	.67
7	0	3	3.00	.50	.50
8	0	6	6.00*	1.00	1.00
9	0	4	4.00*	.67	.67
10	0	6	6.00*	1.00	1.00
11	0	5	5.00*	.83	.83
12	0	3	3.00	.50	.50
13	1	4	1.80	.67	.60
14	0	3	3.00	.50	.50
15	0	5	5.00*	.83	.83
16	0	3	3.00	.50	.50
17	1	4	1.8	.67	.67

*p < .05; **p < .01; ***p < .001

This group is a source of statistical difficulty because of the small number of participants. Significant gains were made on nine objectives at the .05 level of

significance. Eight items, including 1, 5, 7, 12, 13, 14, 16, and 17 showed no statistically significant gain in learning. Students did score at relatively high levels on the pretest on two of these items--items 1 and 5. The analysis indicated, as in the case of the Nain group, that no significant learning took place with questions 13 and 14. As for the lack of significant gain in the map matching question, the teacher reported that the students enjoyed and worked hard at the map exercises in the booklet. For some unexplained reason they did not record a high degree of success with the posttest question. Possibly, they have had very little map skill activity in their school instruction in the past.

The writer has reservations about the statistical analysis of this class because of the low number in the total group. In addition, the writer is aware that this group of students use English as their second language. This qualifying factor casts the results in a totally different light. One cannot expect a group such as a Grade Six class at Sheshatshit to derive the same amount of information from an audio-visual production in English as a Grade Six class of English-speaking students.

Item Analysis (Peacock Academy)

The pretest/posttest gain by item for the Peacock Grade Six class (N=18) is shown in Table 8. This group achieved a success rate at the .05 level of significance on all question items except question 14. To reiterate, in

the writer's opinion, additional practice with the subject matter of this item in the slide-tape and booklet materials would produce the desired learning level.

Table 8
Item Analysis of Pretest/Posttest Results (Peacock)
(N=18)

Question	Pretest	Posttest	χ^2	Posttest %	S.I.
1	5	15	5.00*	.83	.92
2	6	17	5.26*	.85	.92
3	0	18	18.00***	1.00	1.00
4	0	17	17.00***	.94	.94
5	0	18	18.00***	1.00	1.00
6	1	11	8.33**	.61	.59
7	0	12	12.00***	.67	.67
8	0	15	15.00***	.83	.83
9	2	15	9.94**	.83	.81
10	0	18	18.00***	1.00	1.00
11	2	14	9.00**	.78	.73
12	0	10	10.00**	.56	.53
13	7	17	4.17*	.94	.91
14	7	14	2.33	.78	.64
15	2	13	8.07**	.72	.69
16	0	12	12.00***	.67	.67
17	5	15	5.00**	.83	.94

*p < .05; **p < .01; ***p < .001

Pretest/Posttest Means Result

The differences between the mean scores of each of the three experimental groups were compared with the mean score of the control group. The control group, a Grade Six class, also at Peacock Academy, was used to weigh the statistical impact of the pretest in contributing to the mastery of the objectives. This was accomplished by giving the control group the pretest and posttest at the same time

as the experimental groups. The control group did not receive the instructional package.

The t-test was used to determine whether there was a statistically significant difference between the means of the three groups and the control group on the pretest. The same t-test procedure was applied on the posttest results of the four groups. This strategy was one method through which the statistical difference between the experimental groups and the control group would indicate the success of the learning unit.

The comparisons of the pretest means of the experimental classes at Nain, Sheshatshit, and Peacock Academy with the control groups are listed in Tables 9, 10 and 11. The t-test comparisons showed that the pretest score means were not statistically different at the .05 level of significance.

Table 9

Comparison of Pretest Means of Experimental (Nain)
and Control Group

Group	N	M	SD	t
Control	17	3.71	2.47	0.31
Nain	19	3.47	2.25	

df = 34; $p > .05$

Table 10

Comparison of Pretest Means of Experimental (Sheshatshit)
and Control Group

Group	N	M	SD	t
Control	17	3.71	2.47	0.67
Sheshatshit	6	3.00	1.27	

df = 21; $p > .05$

Table 11

Comparison of Pretest Means of Experimental (Peacock)
and Control Group

Group	N	M	SD	t
Control	17	3.71	2.47	1.43
Peacock	18	2.78	1.22	

df = 33; $p > .05$

The same statistical procedure was applied to the posttest means of the experimental groups and the control group. The t-test analyses clearly showed that there were significant differences between each of the mean scores of the three groups and the mean score of the control group. Table 12, Table 13, and Table 14 list the results of the tests at the .001 level of significance.

Table 12

Comparison of Posttest Means of Experimental (Nain)
and Control Group

Group	N	M	SD	t
Control	17	9.77	2.70	8.34
Nain	19	15.90	1.63	

df = 34; $p < .001$

Table 13

Comparison of Posttest Means of Experimental (Sheshatshit)
and Control Group

Group	N	M	SD	t
Control	17	9.77	2.70	4.10
Sheshatshit	6	14.55	1.43	

df = 21; $p < .001$

Table 14

Comparison of Posttest Means of Experimental (Peacock)
and Control Group

Group	N	M	SD	t
Control	17	9.77	2.70	9.14
Peacock	18	16.44	1.42	

df = 33; $p < .001$

These results offer positive evidence that the differences in the means of the posttest scores of the experimental groups and the control group were not merely due to chance. To the researcher's knowledge, since there was no intervening treatment received by the experimental groups other than their participation in the instructional unit, the differences between the experimental groups and the control group can be interpreted as resulting from the learners' mastery of the material in the instructional unit. These results are even more encouraging when it was discovered that the control group experienced Labrador related instruction during the same time frame when the instructional unit was being delivered. Even with a slight gain from contamination of the control group, the success of learning by the experimental groups, as calculated by the t-test procedure, was clearly shown. Therefore, the "Labrador Peoples" instructional unit was successful in bringing about a significant increase in knowledge about the three peoples of Labrador to the three experimental groups.

Attitude Questionnaires

Attitude questionnaires were administered to participating students and teachers at the conclusion of the posttest (see Appendices D and E). The language level of the questionnaires was very different. However, certain elements were common to both instruments.

The results of the student questionnaires were tabulated. Generally, the students enjoyed the program,

learned something from the unit, and liked the slide-tape format. A summary of student responses is presented in Table 15.

Table 15
Results of Student Attitude Questionnaire

Statements	Responses				
	1	2	3	4	5
1. The lessons were not very difficult	17	19	5	4	1
2. I learned a lot from the material	22	18	4	1	1
3. The program clearly taught about Labrador Peoples	25	12	6	3	-
4. The tests were fair and went along with the material	16	14	9	3	3
5. I enjoyed the Labrador unit	17	10	6	1	1
6. I felt rushed to complete the lessons	4	12	12	2	15
7. This would be a good unit to have in Labrador schools	29	12	2	2	1
8. The slide shows were a very good way to teach about Labrador Peoples	31	10	4	1	-

Response Key: (1) strongly agree; (2) agree;
(3) undecided; (4) disagree; (5) strongly disagree

The results of the teacher attitude questionnaire as completed by the three participating teachers are shown in Table 16. A checklist for positive and negative responses and written responses produced a favourable assessment. The teachers were positive about the content, applicability,

technical quality, and educational effectiveness of the instructional unit.

Table 16
Results of the Teacher Attitude Questionnaire

Statements	Responses	
	<u>Yes</u>	<u>No</u>
1. The materials were well organized	3	
2. The materials were clearly presented	3	
3. The content was accurate	3	
4. The technical quality was good	3	
5. The objectives were clear and appropriate for the grade level	3	
6. Sufficient practice and review	3	
7. Adequate feedback for the learner	3	
8. The tests supported the objectives	3	
9. The presentation was well-organized in terms of style and sequence	3	
10. The unit has potential for teacher use	3	
11. The unit has potential for student use	3	
12. The instructional program was effective	3	

Conclusions

The results of the summative evaluation for the instructional unit entitled "Labrador Peoples" were generally successful. A number of statistical indices were used to determine that the increase in student knowledge was statistically significant. A healthy majority of the students mastered 75% of the targeted outcomes. Unsuccessful outcomes on two of the objectives of the unit presentation point to the need for revision in the posttest instrument and

more practice in the unit activity. The student and teacher attitude polling measure showed the participants to respond favourably to the audio-visual package. The developer concluded that the instructional unit was successful and a suitable addition as supplementary materials for the social studies programs of the elementary schools of Labrador and Newfoundland.

CHAPTER VIII

CONCLUSIONS, RECOMMENDATIONS, AND IMPLEMENTATION

At the completion of the evaluation, the developer of the "Labrador Peoples" instructional unit was able to make a summative statement about the unit presentation as well as several recommendations and implementation considerations for the future.

Conclusions

The creation of "Labrador Peoples," a multi-media package about the diverse peoples of Labrador, was a worthwhile and useful undertaking. The process, from the beginning idea to the final instructional presentation, was tempered by a deliberate plan and systematic approach to ensure a successful conclusion. The need for the unit was established and a survey of literature and available materials was completed. The unit was justified through the means of a rationale. The intended audience for the presentation was examined and appropriate objectives were established. The selection and rationale for the media formats was accomplished. The unit package was produced and the unit was evaluated by content, learning, and media specialists. The material was presented and formally evaluated with the use of statistical tools. The unit proved to be successful for three culturally different Grade Six

classes. This fact appears to point to adaptability to a more general audience of the elementary grades of the province.

Recommendations

The production of this instructional unit is only a small contribution to describing the many aspects of the diverse historical backgrounds and current lifestyles of the peoples of Labrador. The presentation was general and broad in approach. Many interesting Labrador stories await being reported on by other unit developers. The subject matter of Labrador is basically an untouched area in curriculum development. Other interesting topics relating to Labrador history and current events might wet the appetite of other developers. Some of the topics that come to mind are as follows: the fur trade in Labrador; the Moravian or Catholic churches establishment and growth in the region; the Okak influenza disaster; resettlement in Labrador; the impact of the Churchill Falls project on the people of Labrador; and land claims in Labrador. Other topics related to the field of natural science also stand out as pertinent subject matter. A few of these include: the life cycle of the arctic char; the caribou herd of northern Labrador; and Labrador Inuit seal hunting techniques of today. These lists are by no means exhaustive. Labrador-related curriculum development appears today as a wide open area.

The writer realizes that the relative remoteness of Labrador from university research facilities makes discussion and research of these topics difficult at the best of

times. It is the hope of the developer that the Learning Resources Division of Memorial University continues with a goal of producing materials and encouraging students to complete projects about the Labrador part of the province.

Implementation

This instructional unit was recently used in a number of elementary classrooms of the Labrador East Integrated School Board. On the coast of Labrador the unit was viewed as a welcome instrument for use by local teachers. The developer plans to make the unit accessible throughout the province. The instructional package will be available through the distribution service of the Resources Clearing House of Memorial University and possibly at the Instructional Media Centre of the Department of Education. Through their catalogue services, teachers will become aware of the existence of this instructional unit. Secondly, teachers who use new material tend to pass on information about a useful audio-visual program to other teachers through word of mouth. These are the two main avenues by which the unit entitled "Labrador Peoples" will hopefully reach the elementary students of the province.

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APPENDICES

APPENDIX A

LABRADOR CURRICULUM IN SCHOOLS SURVEY

SURVEYLabrador Curriculum in Schools

The Royal Commission survey in education in 1971 and more recent surveys indicate that some of the curriculum offered in the Labrador schools is irrelevant to many of the observed needs in Labrador society.

To help in the development of supplementary materials for Labrador students in the area of social studies, this survey is being conducted as part of a graduate research project under the direction of Dr. R. T. Braffet, Division of Learning Resources, Faculty of Education, Memorial University.

Your responses to this survey will assist in the development of Labrador curriculum materials. Any information you provide will be treated as confidential and will be used only for statistical purposes.

I would be grateful if you could complete the attached survey.

Thank you.

Steve McLean
c/o Learning Resources Division
Faculty of Education
Memorial University
St. John's, Newfoundland
A1B 3X8

April 30, 1982

 PARENTS AND STUDENTS, please complete Part I and Part II only.

PART I

Please complete each of the following items by writing a check (✓) mark in the appropriate box.

1.1 Parent: ☐ Teacher: ☒
 Student: ☐ Principal: ☐

1.2 Age:

<15	15-20	21-30	31-40	41-50	>50
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.3 Sex: Male ☐ Female ☐

1.4 Ethnic Group:

Inuit	Indian	White	Mixed	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.5 Place of Birth:

Labrador	Newfoundland	Other: specify _____
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

1.7 Education

Less than Grade 8	Grade 8	High School	University Diploma	Other
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART II

Please read each statement and then circle the response which best represents your opinion about Labrador content or social studies topics.

- | | | | | |
|--|----|---|----|---|
| Students should study the Basque whaling of Labrador | VI | I | UI | X |
| If "very important", circle VI | VI | I | UI | X |
| If "important", circle I | VI | I | UI | X |
| If "unimportant", circle UI | VI | I | UI | X |
| If "completely of no use", circle X | VI | I | UI | X |
| 2.1 Students need to know about the Inuit, Indian, and white groups of Labrador | VI | I | UI | X |
| 2.2 Students need to know about Churchill Falls hydro-electric project | VI | I | UI | X |
| 2.3 Students need to know about northern peoples of Alaska, Scandinavia, and Russia | VI | I | UI | X |
| 2.4 Students need to know about the role of women in early Indian and Inuit Labrador society | VI | I | UI | X |
| 2.5 Students need to know about good and bad effects of development projects like uranium mining in Labrador | VI | I | UI | X |
| 2.6 Students need to know about the history of the Moravian Mission impact on the Inuit | VI | I | UI | X |
| 2.7 Students need to know about the rapid growth of Goose Bay | VI | I | UI | X |
| 2.8 Students need to understand why many Labradorians depend on the fishery | VI | I | UI | X |
| 2.9 Students need to know about prejudice that exists between different groups in Labrador | VI | I | UI | X |
| 2.10 Students need to understand Quebec's view of Labrador | VI | I | UI | X |
| 2.11 Students need to be familiar with transportation concerns of South Labrador | VI | I | UI | X |
| 2.12 Students need to know that fur-trading companies changed and upset the native way of life | VI | I | UI | X |

- 2.13 Students need to know about the Newfoundland floater, liveyere, and settler fishermen VI ☒ UI X
- 2.14 Students need to know about the Roman Catholic mission work among the Indians VI I UI X
- 2.15 Students need to know some of the implications of Separatism for Labrador, Newfoundland, and Quebec VI I UI X
- 2.16 Students need to know about the history of whaling on the coast from the time of the Inuit to the present VI I UI X
- 2.17 Students should know how Indian and Inuit inventions contributed to the way of life of the new settlers VI I UI X
- 2.18 Students should study and discuss future development in Labrador such as the lower Churchill, oil and gas, shrimp fishery, etc. VI I UI X
- 2.19 Students need to study the issue of native "Land Claims" VI I UI X
- 2.20 Students need to study the history of Labrador City iron ore development VI I UI X
- 2.21 List any other topics that you think are important for a student study that were not listed:

- 2.22 In your opinion, the topics named in the above statements should be studied in the grade levels of

elementary

high school

both

☐
☐
☐

PART III

To be completed by Principals and teachers only

Check (✓) the appropriate answer

3.1 Teaching Certificate:

1	2	3	4	5	6	7
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.2 Years of teaching:

1	2-3	4-5	6-10	11-15	15-20	+20
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.3 Grade(s) currently teaching:

4	5	6	7	8	9	10	11
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.4. Major teaching area:

Classroom	Science	Social Studies	Math	English	Specialist
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3.5 Have you developed curriculum materials?

No	<input type="checkbox"/>	Yes	<input type="checkbox"/>
----	--------------------------	-----	--------------------------

3.6 Would you work on a social studies curriculum development project?

No	<input type="checkbox"/>	Yes	<input type="checkbox"/>	Undecided	<input type="checkbox"/>
----	--------------------------	-----	--------------------------	-----------	--------------------------

3.7 If Labrador studies materials were available, which type of materials would you prefer? (Check one or more)

(a) video (b) booklet (c) slide/tape (d) audio-cassette (e) filmstrip

☐☐☐☐☐

3.8 Would you like to see a Labrador studies unit included in the new revised High School program?

No

☐

Yes

☐

3.9 Identify those grade levels which would be most suitable for Labrador studies courses. (Check one or more)

(a) elementary (b) Jr. high school (c) Senior High School

☐☐☐

(d) Please specify or comment:

APPENDIX B

UNIT PRETEST AND POSTTEST

Labrador Peoples Quiz

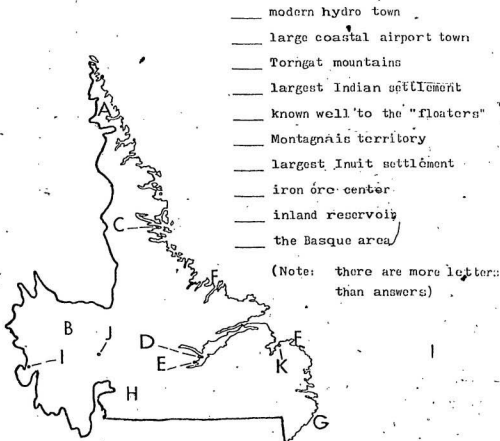
Name _____

1. Complete the sentence with a correct answer.

- (1) The _____ were the first people to live in the Labrador region.
- (2) Two types of Inuit homes were _____ and _____.
- (3) One early group who spread the Christian faith to Labrador were the _____ (name).
- (4) The _____ were the first people to send whale products back to Europe.
- (5) _____ and _____ are the two Indian tribes of today.
- (6) The most commonly seen Inuit invention used in all parts of coastal Labrador is the _____.
- (7) Two native inventions that the European settlers copied in Labrador were the _____ and _____.
- (8) The most important product to the 'floaters' was _____.
- (9) The original way of life of the first people of Labrador is usually described as _____.
- (10) The Churchill hydro-electric dam flooded _____ (group) hunting territory.
- (11) Today most Inuit of Labrador earn a living by _____.
- (12) Another name for the Indian people is the _____.
- (13) Today it is common to describe Labrador as being home to three language groups; the _____, the _____, and _____.
- (14) The _____ made use of soapstone in the past.
- (15) The most important coastal resource in modern Labrador is _____.
- (16) The _____ changed the native people into commercial fur trappers.

Labrador Peoples Quiz page 2 Name _____

- II. Map Question: Examine the map letter positions. Write the letter in the matching position with the correct phrase or description.



Labrador Peoples Test

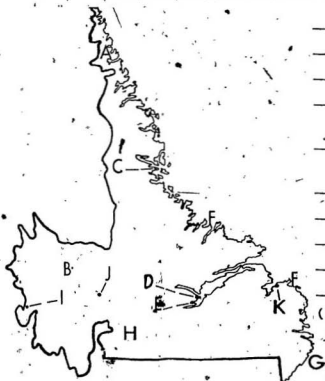
Name _____

I. Multiple Choice: Circle the most correct answer letter.

- (1) The first people to come to Labrador were the
(a) Vikings (b) Inuit (c) Indians (d) Moravians
- (2) Better known Inuit home(s) from the past
(a) snowhouse (b) sodhouse (c) tent (d) both a and b
- (3) One early group who brought Christianity to Labrador were
(a) Moslems (b) Moravians (c) Salvation Army (d) Jews
- (4) The first people to send back whale products to Europe were
(a) Basques (b) Vikings (c) Capt. Cartwright (d) Japanese
- (5) The Indian tribes in Labrador today are
(a) Montagnais (b) Inuit (c) Naskapi (d) both a and c
- (6) The most important product to the "floaters" was
(a) saltfish (b) whale oil (c) soapstone
- (7) Two native inventions that were copied by the white settlers.
(a) musket/canoe (b) dogteam/canoe (c) kayak/dogteam
- (8) The first people of Labrador are usually described as having
a way of life of
(a) industry (b) trade (c) hunting (d) nomadic killers
- (9) The Inuit invention most commonly seen on the coast today
(a) ulu (b) kayak (c) komatik (d) fish-spear
- (10) Another name for the Indian people of Labrador is
(a) Inuit (b) Innu (c) Innu or Inuit (d) Inni
- (11) The Churchill hydro project flooded hunting lands of
(a) Indians (b) Inuit (c) Eskimos (d) both b and c
- (12) Today most Inuit earn their living by
(a) trapping (b) trading (c) hunting (d) fishing

I. Multiple Choice: (continued from page one)

- (13) The Labrador region of today is made up of
 (a) Canadians (b) Inuit (c) Indians (d) all of these
- (14) Which group made special use of soapstone in the past?
 (a) Europeans (b) Indians (c) Inuit (d) none of these
- (15) The most important resource of coastal Labrador today is
 (a) fish (b) whales (c) lumber (d) all of these
- (16) Who tried to change the native people into fulltime trappers?
 (a) Basques (b) Hudson Bay Co. (c) Moravians

II. Map Question: Examine the map letter positions. Write the letter in the matching position with the correct phrase.

- ___ hydro town
- ___ largest coastal town
- ___ Torngat mountains
- ___ largest Indian community
- ___ known well by the floaters
- ___ Montagnais territory
- ___ largest Inuit town
- ___ iron ore center
- ___ inland reservoir
- ___ the Basque area

(Note: there are more letters than answers)

APPENDIX C

UNIT PRETEST AND POSTTEST ANSWER KEY

Answer Key - Labrador Peoples Quiz

I. Completion

- | | |
|-------------------------------|----------------------------------|
| 1. Indians | 9. hunters, hunting/gathering |
| 2. sodhouses, tent, snowhouse | 10. Indian |
| 3. Moravians, R. Catholics | 11. fishing |
| 4. Basques | 12. Innu |
| 5. Montagnais, Naskapi | 13. Indians/Innu, Eskimon/Inuit, |
| 6. komatik | whites/Europeans |
| 7. dogteam, canoe, tent | 14. Inuit |
| sealskin boots, komatik, | 15. fish |
| parka, snowshoes, ulu, | 16. traders or Hudson Bay Co. |
| 8. saltfish | |

(16 X 1 = 16 marks)

II. Map Question

- J - Modern Hydro town
- E - Goose Bay
- A - Torngat Mts.
- D - largest Indian village
- F or G - well known to floaters
- H or B - Montagnais territory
- C - largest Inuit village
- I - iron ore center
- B - inland reservoir
- G - Basque area

(4 marks)

9 - 10 correct - 4 marks

7 - 8 correct - 3 marks

4 - 6 correct - 2 marks

3 or less than 3 correct - 1 mark

0 correct - 0 mark

Final mark to be totalled out of /20.

Answer Key - Labrador Peoples TestI. Multiple Choice Question

- | | |
|----------------------|------------------------|
| 1. c - Indians | 9. c - Kematik |
| 2. d - both a and b | 10. b - Innu |
| 3. b - Moravian | 11. a - Indians |
| 4. a - Basques | 12. d - fishing |
| 5. d - both a and c | 13. d - all of these |
| 6. a - saltfish | 14. c - Inuit |
| 7. b - canoe/dogteam | 15. a - fish |
| 8. c - hunting | 16. b - Hudson Bay Co. |
- (16 X 1 = 16 marks)

II. Map Question

- J - modern hydro town
 E - Goose Bay
 A - Torngat Mts.
 D - largest Indian village
 F or G - well known to floaters
 H D B - Montagnais territory
 C - Largest Inuit village
 I - iron ore center
 B - inland reservoir
 G - Basque area

(total of 4 marks)

- 9- 10 correct - 4 marks
 7- 8 correct - 3 marks
 4- 6 correct - 2 marks
 1- 3 correct - 1 mark
 0 correct - 0 mark

Final mark to be totalled out of /20.

APPENDIX D

STUDENT ATTITUDE QUESTIONNAIRE

Student Questionnaire

What did you think of the school materials on Labrador Peoples? Please indicate how you felt about the lessons and the materials by circling the letter answer that best describes your feelings. Key: strongly agree (SA), agree (A), undecided (U), disagree (D), strongly disagree (SD)

These lessons were not very difficult. SA A U D SD

I learned a lot from the material. SA A U D SD

The program clearly taught about Labrador Peoples. SA A U D SD

The tests were fair and went along with the material that we studied. SA A U D SD

I enjoyed doing the Labrador unit. SA A U D SD

I felt rushed to complete the lessons. SA A U D SD

This would be a good unit to have in all Labrador schools. SA A U D SD

The slide shows were a very good way to teach about Labrador peoples. SA A U D SD

If you have any more comments, please write them below:

APPENDIX E

TEACHER ATTITUDE QUESTIONNAIRE

Instructor's Appraisal of the Unit

Please indicate the effectiveness of the Labrador Peoples programme by checking the appropriate response: 'Yes', successfully accomplished in the unit, or 'No', not successfully accomplished.

	<u>Yes</u>	<u>No</u>
(1) The materials were well-organized	_____	_____
(2) The materials were clearly presented	_____	_____
(3) The content was accurate	_____	_____
(4) The technical quality was good	_____	_____
(5) The objectives were clear and appropriate for the grade level	_____	_____
(6) Sufficient practice and review	_____	_____
(7) Adequate feedback for the learner	_____	_____
(8) The tests supported the objectives	_____	_____
(9) The presentation was well-organized in terms of style and sequence	_____	_____
(10) The unit has potential for teacher use	_____	_____
(11) The unit has potential for student use	_____	_____
(12) The instructional program was effective	_____	_____

Instructor's Appraisal (continued)

General Comments: Please comment on any aspects of the unit presentation which you believe would be valuable. Any observations which throw light on the success or weakness of the unit would be appreciated.

Thank you very much for instructing and evaluating the unit.

APPENDIX F

SLIDE-TAPE PRESENTATION AND STUDENT BOOKLET

"LABRADOR PEOPLES" UNDER SEPARATE COVER

APPENDIX G

"LABRADOR PEOPLES" SLIDE-~~TAPE~~ SCRIPTS

The Northerners: The Inuit

(Background Music)

- 1 - snowmobile/speedboat
- 2 - cleaning codfish
- 3 - sealing
- 4 - Title: The Northerners The Inuit are the only group of people to live year-round in the arctic climate of the north.
- 5 - map/North America These people arrived long ago from Asian lands. Their forefathers moved across the islands and coasts of the north. Some came south on the rugged coast of Labrador.
- 6 - seals Seal, walrus, and whale is what the Inuit were searching for. The Labrador coast was rich in all of these sea creatures.
- 7 - man/harpoon The early group of Inuit were hunters. They made simple tools that had to be well made. A broken harpoon could make the difference in life or death in such a cold region.
- 8 - sodhouse The Inuit were clever in building homes. These sodhouses were in northern Labrador. This was one way to hide from the long cold winter.
- 9 - snowhouse The snowhouse was also their invention. Properly made this house could stand for weeks.
- 10 - people tent The most commonly used house was simple and easy to move. Known to us as the tent, it was most often covered with seal-skin.
- 11 - tent/couple The Inuit were well-organized in their daily tasks. Each person had a part to play in the family activities.

- 12 - seal hunter The men were the hunters of food and the builders of kayaks and tools. This modern picture shows a man waiting for a seal to come to the surface.
- 13 - shooting One rifle shot cap easily kill such an animal.
- 14 - hauling seal But imagine for a moment the olden times when the strength, speed, and cunning of the hunter were completely necessary for the family to eat.
- 15 - women/children Women were just as important for the survival of the family. Their sewing skills produced warm clothing. Women and children also took part in fishing and berry picking.
- 16 - dogteam/people The Inuit made important forward steps with a number of inventions. The komatik and dogteam were used for speedy winter travel.
- 17 - kayakers The sealskin covered kayak was used for water travel.
- 18 - fish-spear The fish-spear was used to take salmon and arctic char.
- 19 - harpoon The harpoon was an all-round weapon used on all kinds of sea mammals like whales and seals.
- 20 - arrowhead The Inuit had little or no iron. However, these people were splendid carvers. This arrow head, made from a hard rock, was chipped to be razor sharp.
- 21 - Levi/soapstone Softer rock commonly used was soapstone. This boy from Nain found this soapstone lamp. Seal or whale oil was burned in it for heat and light.
- 22 - soapstone pots The soapstone pot on the right was used as a cooking pot. It was held over the fire by sealskin line. This shows the Inuit ate cooked meals.

- 23 - carvings The Inuit also liked to carve. Notice the polar bears. Were these magical objects to the Inuit? We will probably never know. Possibly the carvings served as simple toys to children of 3,000 years ago.
- 24 - travelling The Inuit survived easily on the coast as long as food was available. The people had to move in different seasons to go where the animals were most plentiful.
- 25 - tents There were no large permanent villages. The people scattered in the bays and on the islands in summer.
- 26 - map/Nain region In the winter and spring seasons, seal hunters went to the outside islands and the edge of the ice or sina. (sheena)
- 27 - arctic char/ice In the late spring, people travelled to the heads of bays and fished arctic char through the river ice.
- 28 - men walking The Inuit were constantly on the move. That was a wandering or nomadic way of life.
- 29 - ship/trade The old way of living changed with the coming of the Europeans. The Europeans had many articles, which the Inuit found useful.
- 30 - whaling site Europeans came in four main groups. The whalers were among the first. They were after the oil that the whales provided.
- 31 - traders in house A second group were the traders. Both individual traders and large trading companies like the Hudson Bay wanted the fur of the fox and beaver.

- 32 - fishing station with schooners The fishermen were the most numerous new people. French, Portuguese, English and Americans were among the nationalities who appeared. Later, the Newfoundland schooermen came in thousands to fish the cod rich waters.
- 33 - close-up
- 34 - missionary family A different group were the missionaries. The main purpose of the missionary churchmen was to bring the message of Christ to the native people.
- 35 - skirmish Until this point the Inuit had been viewed as hostile savages. Killing took place between Inuit and fishermen or whalers. Therefore, another simple purpose of the missionaries was to end the violence between the white and native groups.
- 36 - map/retreat One of the results of contact was that the Inuit gave up territory in the south and moved north.
- 37 - Hebron site The Moravian church set up villages or stations on the north coast. The Inuit slowly left their nomadic ways and came to live in the new communities.
- 38 - Inuk at Nain It is true that this action protected the Inuit from more pressure from the increasing number of fishermen. Yet, in the end, the main result was that the Inuit way of life was greatly changed.
- 39 - fur trapper The people trapped fur, and still do, for trade in the stores.
- 40 - frozen seals The Inuit also netted and shot seals, not simply for personal use, but also for trade. Sealing continues to be important in the way of life of today.
- 41 - sealskin

42 - trap motorboat

The greatest change from the old, and new Inuit way of life is that the men now spend the summer months as fishermen.

43 - Inuk at net

In fact, fishing is the most common job on the north coast.

44 - fish plant workers

One can also see modern fish plants working around the clock with a staff of Inuit workers.

45 - snowmobile/house

The old ways are almost gone for the Inuit of today have modern homes, schools and snowmobiles.

46 - poor people

Some argue that the Inuit are still treated like second-class citizens. Many are poor and they depend on government assistance in the winter.

47 - poor housing

Others complain that the housing is too old and that it should be replaced.

48 - trapper

Today the Inuit are between two worlds; some are still hunters, and trappers.

49 - school young people

Others are fishermen with children going to school in the south.

50 - women

The Inuit of today are aware of their past as well as what their life has become.

51 - drying char

Only the future will tell what is ahead for this hearty group of Labrador people - the Inuit of the North.

52 - photo credit

53 - thanks to

54 - production

55 - end

56 - with cooperation of Memorial University

The Innu

(Music introduction with slides one to six)

- 1 - Naskapi profile
- 2 - cache - woods
- 3 - women tent
- 4 - playing hockey
- 5 - skidoos
- 6 - Title: The Innu
- 7 - map of Canada
- 8 - caribou feeding
- 9 - seals
- 10 - map
- 11 - women/tent
- 12 - tent/man
- 13 - stone foundation

Labrador is located in the north-eastern corner of Canada and it is part of Canada's most eastern province.

Many years ago, after a cold period in the earth's history, the climate became warmer. Animals from the south moved north to feed on the new plant life.

The sea coast became alive with animals and fish. Seals, whales, and walruses made the sea their home.

The first people to come to Labrador were Indian people. They arrived in the Strait of Belle Isle about 9,000 years ago.

Their simple homes were probably made up of wood and animal skin. The best known Indian shelter is the tent.

The tent was covered with caribou or sealskin. At times tree bark was used as a covering.

On the islands of the coast, stone was used. This old foundation was possibly covered with a sealskin roof.

- 14 - burial mound The ancient people had no writing system. There is little we know about what they believed. However, they left behind this old grave or burial mound.
- 15 - artifacts In it were found a bone whistle and a harpoon. The grave and the pieces are 7,000 years old.
- 16 - Montagnais/Naskapi map The last group of Indians or Innu to arrive in Labrador are members of the Algonkin language group. There are two tribes today, the Montagnais and Naskapi.
- 17 - people in tent The most southern group are the Montagnais. This is a French name meaning the mountaineers.
- 18 - family/land The northern Naskapi describe themselves as the Mushwau Innu. This means the Barren Land people.
- 19 - caribou The centre of their life was the roaming herds of caribou. Almost all the needs of the people were met by these animals.
- 20 - boy/parka Not only was the caribou the main source of food but it provided the people with materials for tent covering as well as mocassins and clothing.
- 21 - boy/fur jacket The Innu women were the clever makers of fur clothing.
- 22 - man/caribou coat In fact the sewing skills of women were absolutely necessary for survival. Without warm clothing the people would have perished in the cold winter temperatures.
- 23 - family/canoe The Innu had a variety of transportation methods. In the summer season the canoe was the most important. The rivers and bays were like the modern roads of today.
- 24 - making canoes Up to recent times the canoe was made by the Indian people. But now the outboard engine has taken the place of the paddle.

25 - Innu/snowshoes

In the winter the Innu improved their speed of travel with the use of snowshoes.

26 - snowshoes

The Labrador style is extremely broad in design. They work very well in powdery snow conditions found in the forest..

27 - people/tents/
barrens

The Barren Ground people of the north are an unusual group. They left the protection of the forest and developed skills of living on the high plateau.

28 - group of Innu

They had no steel knives or rifles. Yet their knowledge of the yearly movements of caribou enabled them to kill enough animals to live in one of the world's toughest climates.

29 - looking at water

One way this was done was through spearing the caribou in the water as the animals crossed a wide lake or river.

30 - mixed group

Sometimes the caribou changed travel routes. The Innu people had to move and follow the caribou. Otherwise, the entire tribe would starve.

31 - group of men

The movement after caribou herds produced a nomadic way of life. Such a lifestyle kept the people slim and healthy.

32 - Cartier

A new period in the history of the Innu came with the coming of the European explorers. These people were at first disappointed with the land of the coast.

33 - trading post

Soon, other Europeans, interested in the animal fur of the fox and beaver, set up trading posts on the coast.

34 - group picture

The traders directly changed the way of life of the Innu. Fur-trapping took time away from caribou hunting.

35 - man/gun

The fur was exchanged for things that the Innu did not have like the gun, tea, and new types of clothing.

36 - Innu/canoe/post

In time, fur trading companies, like the Hudson Bay, set up posts in many parts of Labrador.

37 - traders/Indian

The native people began to depend on the trader for bullets and supplies. In some cases, however, the Innu were unfairly treated.

38 - trader/Innu

In spite of the influence of the trading post, very little time was spent there. The caribou still remained the most important centre in the life of the people.

39 - priest/Indian

Another change in the old way of life came with the Christian missionaries. Most Indians today believe in the teachings of the Church.

40 - group picture

Notice the woman in the back row who is wearing a large cross. This picture was taken in the 1920's.

41 - tent/skidoo

The Innu way of life underwent the most difficult change in the last thirty years. Up until this time they were still living year round in tents.

42 - map/NWR/Davis Inlet

Communities were built at Northwest River and Davis Inlet. Since then the southside of Northwest River has been renamed Sheshatshit.

43 - Sheshatshit

Houses were built for the people. Hospital and school services were improved.

44 - children

The children were taught in the English language for most of their classes in school.

45 - looking for caribou

Still some of the Innu prefer their old way of living on the land.

46 - map/settlements

Another recent change came with modern developments. The settlement of Churchill Falls and Labrador City were built in the centre of traditional hunting and trapping lands.

47 - dead caribou

One result was that the caribou herds have been killed off or moved farther north.

48 - map/reservoir

The Churchill Falls hydro project changed western Labrador. The reservoir flooded important caribou lands as well as special Indian meeting grounds.

49 - headlines

It is no surprise that in the 1970's the Indian people organized themselves into a body united in one voice.

50 - woman/child

In conclusion, great changes in the Indian way of life have occurred since the arrival of the Europeans.

51 - tent scene

Change continued to take place from the fur trade to the hydro boom of recent times.

52 - caribou hunt

But the Innu people adapted and survived. Even today they prefer many of the old ways.

53 - young men

They are now beginning to take their place in the modern world as one of the three main groups of Labrador.

54 - photo credit

55 - special thanks to J. Newton & J. Rich

56 - thanks to

57 - production

58 - end

59 - cooperation of Memorial University

The Labradorians

(Background music with slides one to four)

- 1 - Inuit
- 2 - Indian
- 3 - European
- 4 - Title: Labradorians Labradorians are a small number in Canada's total population. This mixture of Inuit, Indian, and white people are also found in other parts of northern Canada.
- 5 - map highlighting Labrador Labrador is the largest part in the province of Newfoundland and Labrador. But this region is not well known by most Canadians.
- 6 - Torngata One of the facts that stands out about Labrador is the size and beauty of the Torngat mountains.
- 7 - Torngata This northern and distant mountain range is the highest land in the eastern part of North America.
- 8 - plateau, caribou The mountains of the north give way to a flat plateau in the interior. The land, here, is like a rough table-top.
- 9 - map, features. Labrador, therefore, has high mountains in the north and a high flat inland region.
- 10 - tundra The north is colder with little vegetation or plant life. This plant group is called tundra.
- 11 - forest With the warmer climate of the south, the evergreen or coniferous forest grows well.
- 12 - coastline The coastline is almost treeless. This is because strong wind and exposed rocky land make the growth of trees difficult.

13 - early map

An early map from European newcomers shows how the area was believed to be shaped. It names two native groups. These are the Montagnais, an Indian group, and the Eskimo people, who are now better known as the Inuit.

14 - Indians/caribou

The Indians were first believed to be a wild people. They depended on the caribou for food and clothing.

15 - caribou

These swift moving members of the deer family roamed in large herds on the plateau, forest, and barren lands of Labrador.

16 - boy/parka

The Indian people used all parts of the caribou. The hide or skin was changed into mocassins and suits of deerskin. The meat was a rich food source.

17 - Inuit/kayaks

While the Indian people depended on the caribou, the seal was almost as important to the Inuit people.

18 - Inuit/harpoon

The Inuit did well in the coast region. They were very successful with seal hunting with the harpoon. They also took fish, whale, and caribou.

19 - map/Indian/Inuit

By the time the first white people came from faraway Europe, Labrador was roughly divided into two parts; the Inuit were living on the coast while the Indian people made their homes inland.

20 - tent/family

This was a difficult way of life for each group. Both peoples made homes that were warm in winter and easy to move in summer and spring.

21 - Inuit/sodhouse

One Inuit dwelling was a partly underground shelter called a sodhouse. This was a clever way to keep protected from the long winter cold.

22 - Inuk/spear

Tools were made from the best materials that the land had to offer. Stone, bone, and wood were joined together to make weapons for taking meat.

23 - woman/children

The women and children often helped by fishing through the sea-ice or gathering berries in the fall season.

24 - Cabot/ship

John Cabot was possibly the first explorer to see the Labrador coast. He sailed from Europe in 1497.

25 - natives/trading

The native people were immediately affected. In a short time the Indian and Inuit began to trade furs for goods of the Europeans. Iron and the single-shot musket made hunting much easier for them.

26 - trading post

Trading posts were built along the coast of Labrador. In time, the trading posts became centres for the native people.

27 - trader/natives

The natives started to depend on the traders for different goods.

28 - furs

One thing is certain. Labrador proved to be a land which produced fantastic amounts of furs.

29 - historical fishing
(Prowse)

Not only was the land a source of wealth, but the sea proved to be even more valuable. Once the knowledge of plentiful codfish reached Europe, many sailors spent their summers fishing in coastal Labrador.

30 - map/floaters

In time, thousands of Newfoundland schooner men known as "floaters" came each summer to fish. They spoke of this journey as "down on the Labrador."

31 - boy/codfish

Huge codfish were found in the inshore waters. Even after many decades of fishing they did not run out.

- 32 - schooners Therefore, the Newfoundland fishermen filled their boats with salted codfish and returned with their catch to Newfoundland.
- 33 - Inuit/sailboat The Inuit people were quick to follow the example of the Newfoundland schooner men. They soon learned the skills of sailing and fish trade.
- 34 - settlers Meanwhile, the Newfoundland governor opened Labrador to settlers. Many immigrants came from Newfoundland while others came from Europe.
- 35 - settlers/sodhouse Simple dwellings were built. Like the earlier native people, their houses were well-made to protect them from Labrador's cold winters.
- 36 - white/native Some of the new arrivals were single men. They married native women.
- 37 - mix-blood children This mixing of peoples produced a new type of person. The children often spoke two languages; the native one of their mother and the English tongue of their father.
- 38 - whites/dogteam This mixing of peoples helped all groups, for the whites copied the important native inventions like the canoe and dogteam.
- 39 - Indian/gun The native people found that life was easier with the use of European tools and weapons.
- 40 - native disease The contact between the three groups of people did bring one sad event; the Inuit and Indians were not able to resist the diseases of the whites. Many native people died with terrible new sicknesses.

41 - settlers

Despite this setback the native people did survive. They, along with the new settlers, lived together on the coast of Labrador practising the trades of fishing and furring.

42. - Labrador City

It has only been in the recent times that large settlements have come to Labrador. The iron ore near Labrador City and hydro power from Churchill Falls produced modern towns.

43 - map interior places

Unlike earlier times, the newer settlements are located on interior Labrador.

44 - char fishing

Even with these modern activities the coastal way of life is still to be found. In the northern communities, the native people still continue the traditions of their forefathers.

45 - Indians bush

Some of this population continues to trap and live in the bush.

46 - cod filleting

To all coastal Labradorians the fishery is an important food source.

47 - inside fish plant

In fact, fishing is the most common job activity on the coast today. Modern fish plants are to be seen in many coastal communities.

48 - Indian leaders

Other new ideas came into view in the 1970's. The native people became aware of their rights. Both the Indians and Inuit groups formed independent groups with elected leaders.

49 - newspaper clipping

No treaties were ever signed in Labrador. It is not clear if the native people will receive any future special treatment from the federal and provincial governments.

50 - 3 women

Also in the 1970's, some people showed that they were proud of the mixed ancestry of the region.

51 - Labrador flag

In 1974, the Labrador flag was created. One simple message of the flag is that Labrador is home to three founding peoples--the Indians, the Inuit and the Whites.

52 - Labrador City

In spite of these feelings, Labrador remains a land of differences. There are places like Labrador City which are well-off communities.

53 - poor housing

There are coastal villages which are clearly quite poor.

54 - Churchill Falls

Such differences in wealth and poverty may never be done away with even though Labrador is rich in resources.

55 - hauling trap

Yes, Labrador is a rich land. It is rich in the old and new ways of living.

56 - Inuk hunter

It is rich in the history of the three founding peoples.

57 - iron ore industrial site

It is rich in resources for a prosperous future.

58 - children

Possibly the wealth of the Labrador will be more equally shared among the people of the whole region in the not too distant future.

59 - photography

60 - thanks

61 - production

62 - end

The New Settlers

297

(Background music with slides one to four)

- 1 - explorers
- 2 - schooners
- 3 - white settler
- 4 - iron, ore mine site

5 - Title: The New Settlers

6 - map - Nfld./Lab.

Labrador is the northern part of the province of Newfoundland and Labrador.

7 - Innu with tent

The first people to settle this land of forest, tundra and rugged coastline were the Indian or Innu people.

8 - Inuit/kayaks

Next came a different society from the north. These were coastal dwellers known as the Inuit people.

9 - map N. Atlantic

The most recent group to make Labrador their home came from Europe. They used the land and sea for different purposes.

10 - Vikings ship

The first Europeans to travel along the coast of Labrador were the Vikings. These people sailed in small stream-lined ships.

11 - Viking man

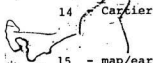
Some believe that the Vikings came to Labrador from their Greenland home to collect timber.

12 - explorer's ship

Almost 500 years passed before another group of European adventurers looked at the new land.

13 - Cabot

Drawn by dreams of riches in far-off Asia, the earliest explorers, sailing in a westerly direction, struck North America instead.



15 - map/early

16 - early drawing

17 - whaling site

18 - whaling

19 - red tile site

20 - men whaling

21 - harpoon heads

22 - oil barrel

23 - modern whaling activity

Some of the explorers like Jacques Cartier were disappointed by the bleak rocky land.

At this time the region was given its modern name. Possibly the word "Labrador" comes from a Portuguese expression meaning "place of laborers."

Instead of East Indians, the explorers met Inuit people. This is an early drawing of two Inuit as seen by an artist of that time.

No silk or rare spices were to be found. Other treasures lay hidden in the inshore waters of the coast. Whales and fish were especially plentiful.

In a few short years a large number of whalers and fishermen were taking these resources in the summer season.

The Basques, a group of whalers from Spain, built whaling stations on the south coast. This red material is what remains of their roofing tile.

The whalers had a number of large and small vessels to help them take whales. The dangerous job of killing whales brought men in small boats alongside the enormous prey.

Special iron harpoons were made to help the whalers succeed in this task.

The great risks brought rich rewards. Oil stored in barrels was one of the main products shipped back to Europe.

The Basques eventually left the coast but whaling continued as an economic activity up to modern times.

- 24 - another whaling site

Finally, the discovery of other sources of oil and rubber brought the awful slaughter of whales and the industry to an end on the Labrador coast.

- 25 - shore station

A second European group, who made their living from the sea, were the fishermen. Large amounts of fish were taken by the simple method of jigging.

- 25 - schooners

Usually the fish were split and carried back in heavy salt. The entire catch was taken to Europe before the winter set in.

- 27 - shore stage

In time the fishermen built stages and drying racks called flakes. Some fish were salted and dried in the open air.

- 28 - map/Labrador

The fishery entered a new phase in the last century when a large number of Newfoundlanders came to fish for cod.

- 29 - fishermen

This was the beginning of a strong link between Newfoundland and Labrador. Some Newfoundlanders settled on the coast.

- 30 - shore site/houses

Simple houses, fish stages and wharves were the start of many of the settlements.

- 31 - native fishermen

Fishing became the major occupation of all people in the coast. This was because the native people copied the fishing methods of the new settlers.

- 32 - modern native fishing

The coastal Inuit, Indian and white people of today speak a common language when it comes to the fishery.

- 33 - Capt. Cartwright

A small number of European pioneers saw that the land was rich in fur-bearing animals. Captain George Cartwright was one to take advantage of this resource. He successfully made friends with the Indian and Inuit people.

- 34 - native/traders In return for European goods the native people exchanged different furs like fox, marten, and lynx.
- 35 - HBC post Hopedale Eventually, the Hudson Bay Company set up trading posts along the length of the coast. The native old ways of living were powerfully affected.
- 36 - trader/Indians The trading centre became very important. In fact the native people began to depend on the new goods. The trader became a man who was respected and sometimes feared.
- 37 - missionaries A different breed of newcomers were the missionaries. Their aim was to spread the Christian message to the native people.
- 38 - Inuit/church The Moravian and Catholic churches also brought formal education to the Inuit and Indian people.
- 39 - natives/cross The native people became believers in Christianity. Hardly any of the original native beliefs are found today.
- 40 - Nain band One interesting influence of the Moravian church was the creation of the brass band. Visitors to the north coast of today can still hear and see the musical people.
- 41 - skirmish whites/Inuit An important influence of the Moravians was the protection of the Inuit from destructive outsiders. This was made possible by the building of northern villages.
- 42 - Hugh Palliser The churches were not alone in this protection. A Governor of Newfoundland, Sir Hugh Palliser, ordered the killing of natives to stop.

43 - settlers

Up until the present century the whalers, fishermen, traders, and missionaries brought an increase in the number of settlers. Most of these people lived on the south-east coast of Labrador.

44 - map Labrador

The second World War brought great changes to the coastal pattern of Labrador. Goose Bay became the main transportation centre for the region. Then, in the 1950's, more growth took place.

45 - Labrador City

A huge deposit of iron ore brought the instant town of Labrador City and Wabush. This region became a large population centre.

46 - Churchill Falls station

Development continued in the 1960's with the hydro electric power of Labrador being tapped for the first time. At completion the Churchill Falls hydro project was the biggest in the world.

47 - cod trap

On the coast of Labrador the ocean resources are still the major source of livelihood. This is especially true of the inshore cod fishery.

48 - splitting cod

Today the people depend on salmon and codfish for most of their yearly earnings.

49 - salmon

As in the past, when the codfish or salmon become scarce, life becomes difficult for these seagoing people.

50 - boy/codfish

In conclusion, the European newcomers and their offspring made use of the resources of the sea and land of Labrador.

51 - whites, komatik

They learned important skills from the first peoples.

- 52 - natives/church
setting

These new settlers had a direct impact on the native way of living.

- 53 - spowbiles/winter

Generally the newcomers did very well with the resources of Labrador. They adjusted to the climate.

- 54 - fishing

Today, Labrador is a good place to live. The new and the old ways are both to be seen.

- 55 - Nain Bay trip

It is a truly beautiful region that has not been overrun with new people nor polluted with modern industry.

- 56 - two young men

Labrador turned out to be a land that was very good to the new settlers.

- 57 - photo credit

- 58 - thanks to

- 59 - production

- 60 - end

- 61 - with cooperation of Memorial University

LABRADOR PEOPLES

Student booklet to be used with
the Labrador Peoples filmstrip series.

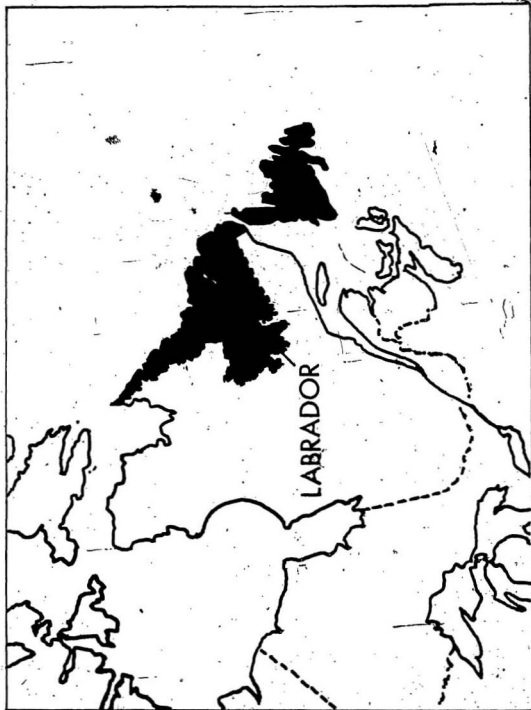
By
Steve McLean

This booklet is part of an audio-visual unit.

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FORWARD

Who are the main peoples of Labrador? How did they use the land in the past and up to present times? This booklet is part of an audio-visual package about Labradorians. It will show what you know about the Inuit, the Indians, and the recent newcomers - that is, after you view the filmstrips.

Simple facts about the three groups are one point of interest. In the past the three peoples did not always get along well together. In time they shared important inventions. Some intermarriage took place between the groups. Most people lived on the coast until recently when modern industry came to Labrador. Then many new people came to the region.

Welcome to the peoples and land of Labrador!

THE INNU

The Indian or Innu people were the first group to live in the Labrador region. It is now known that they used many parts of the area of Labrador for thousands of years. Both the coast and inland positions were inhabited. . .



THE INNU

- (1) Name the two Innu groups of today.

- (2) Make a list of Indian inventions.

- (3) What was the most important animal to the Innu? Why?

- (4) How did the fur trade change the Innu?

- (5) When did the people move into modern houses?

- (6) What was the negative result(s) of Churchill Falls dam on the Innu?

Map Question



- (1) Name the two tribes:
A - _____
B - _____
- (2) Name their communities of today.
C - _____
D - _____
- (3) What feature is found in area E?

THE INUIT

The Inuit are coastal people who came first from the arctic islands of the north. They moved south along the coast of Labrador. Some journeyed to the shores of Newfoundland. A number of their important inventions are still to be seen on the coast of Labrador today. . . .



THE INUIT

- (1) What was the main way of life for the the early Inuit people?
- _____
- _____

- (2) Name three kinds of Inuit homes from the past.
- _____
- _____

- (3) Match the invention with the activity.

<u>Invention</u>	<u>Activity</u>
a - harpoon	_____ winter travel
b - kayak	_____ arctic char
c - fish-spear	_____ seal hunting
d - komatik	_____ water travel

- (4) Name the purpose or products of these newcomers to Labrador.

schoonermen - _____

whalers - _____

Moravians - _____

traders - _____

- (5) What was the main use of soapstone?
- _____
- _____

- (6) How did Inuit life change after the coming of the schoonermen?

Map Question



- (1) Choose the answer letter from the map. Match it with the correct phrase.

_____ where the Inuit use to live

_____ Nain, largest Inuit community

_____ where the Inuit are found today

THE NEW SETTLERS

A third group of people to make Labrador their home originated from Europe. The settlers harvested the sea and land resources. A great increase in newcomers occurred in this century when many Newfoundlanders came to the south coast of Labrador. More recently, inland wealth has brought many new people and brand new settlements. . .



THE NEW SETTLERS

- (1) Who were the first people from Europe to visit Labrador? _____

- (2) Why were the early explorers like Cartier disappointed by Labrador? _____

- (3) What three main resources brought many more people to Labrador? _____

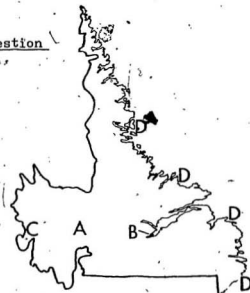
- (4) Who were the Basques? _____

- (5) Write the letter of the people column and match it with the correct phrase.

<u>People</u>	<u>Phrase</u>
a - G. Cartwright	_____ arrived in 1497
b - Basques	_____ famous trader
c - John Cabot	_____ early Christians
d - Vikings	_____ trading company
e - Moravians	_____ Nfld. governor
f - Hudson Bay Co.	_____ first whites
g - Roman Catholics	_____ early whalers
h - Sir H. Palliser	_____ preachers to the Indians

- (6) How was fish prepared for transport to Europe? _____

Map Question



- (1) Write the correct answer letter with the matching phrase:
 _____ inshore codfish _____ hydro dam
 _____ iron ore mine _____ Goose Bay

THE LABRADORIANS

Today it is common to speak of Labrador as being settled by three founding peoples. Each one has its own interesting history. In the modern times the peoples have shared many of their inventions. Others have intermarried. A growing number of these people call themselves Labradorians. . .



THE LABRADORIANS

- (1) The first two groups of people to live in Labrador were _____ and _____.
- (2) A modern name for the Eskimo people is the _____.
- (3) The Indian people call themselves the _____. There are _____ (number) tribes in Labrador.
- (4) Mark the following phrases as:

I for Inuit

In for Indian

W for whites/Europeans

- | | |
|------------------------|-----------------------|
| _____ "floaters" | _____ nomadic |
| _____ modern towns | _____ caribou #1 food |
| _____ first whalers | _____ kayak |
| _____ no land treaties | _____ fur businessmen |
| _____ sodhouses | _____ lands flooded |

- (5) Name two inventions copied by newcomers from the:
Inuit - _____,
Indian - _____,

- (6) Name one sad result of contact between the natives and Europeans.

Map Question



- (1) List two facts about each area as marked by a letter on the map:

- | | |
|-----------|-----------|
| A - _____ | D - _____ |
| _____ | _____ |
| B - _____ | E - _____ |
| _____ | _____ |
| C - _____ | F - _____ |
| _____ | _____ |

Photos on page two and page six, courtesy of Mr. J. Rich and Mrs. M. Davis.



